Curriculum Intent, Implementation and Impact 2021-22

Subject: WJEC Eduqas GCSE (9-1) in Food Preparation and Nutrition

Year group:11

Periods per fortnight: 5

Intent:

Vision

Engagement, Resilience, Success.

Mission Statement

In the Buckingham School Design and Technology Department, our vision is one that we will teach lessons that will really help students engage with their learning through fun and exciting schemes of learning. We will encourage the students to develop and demonstrate their resilience, as they complete their journey in KS4 Food Preparation and Nutrition.

Students will be asked to take charge of their own research and learning within the classroom, as they develop their GCSE course work folders and complete their cooking and food preparation elements of the course.

The students will also be praised and rewarded as they progress through their learning, with positive and constructive feedback, on each coursework element they complete on their journey to success.

The students will then be well prepared for any career path they may choose in the Food and Nutrition industry.

In Year 11 our students will cover aspects in Food Preparation and Nutrition such as Commodity, Classification and Practical Cooking skills. The lessons will be taught using a range of different techniques, including practical and written elements. Students will be encouraged to develop interesting and nutritional meals following their own and modified recipes.

The Design & Technology Department will ensure that the School Virtues will be embedded into our schemes of learning.

- Resilience – This will be a cornerstone of our teaching, as we will encourage our Year 11 students to research and discover exciting and new developments and practices within the Food industry. Students will be encouraged to create their own research models with guidance from the teacher, to make mistakes and adapt from them as they follow the course.

- Curiosity – Students will be asked to develop a range of research methods and use a variety of cooking techniques. This coupled with using different forms of media to develop their meal planning, will ensure that they have a wide range of questions to ask and perspectives to think about over the course of the subject.

- Ambition - To strive to develop their Cooking and Food preparation skills in the Practical element of the course. They will be guided with exemplary work; the students will be given constructive feedback throughout the making of their final piece. Students will also be shown and encouraged to study exemplary dishes in the real world, enabling the students to attain future pathways within the Food industry.

- Confidence - Students will develop confidence, through Peer formative feedback sessions within the class. They will also have to present their final recipes and meal creations to the fellow classmates during the lessons.

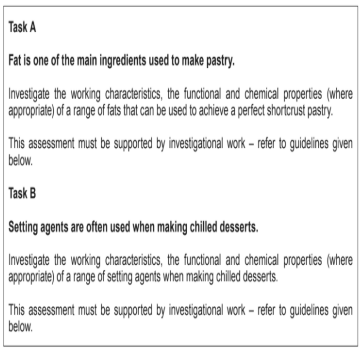
- Respect – Students will be taught to be respectful of each other and of their practical environment. They will learn about the safety rules and regulations associated with the Food Preparation industry. They will learn to value other opinions and designs through formative Peer feedback.

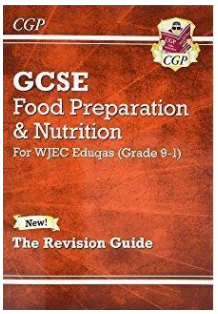
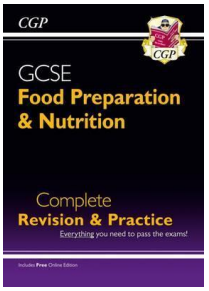
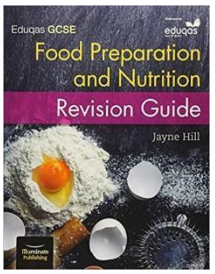
- Empathy – Students will be asked to develop Empathy when exploring the foods and processes of different countries in the Global Food Market. From sustainable foods to Fair Trade in LEDC's, they will develop a more Empathetic approach to how and why the Global Food Market operates.

- Integrity – Students will be taught the importance of Health and Safety standards within Food Preparation and Nutrition. They will be encouraged to develop their understanding of rules of a working Kitchen and also Food safety, they will also learn about the importance of food allergies and safe food storage.

IMPLEMENTATION:

Term	**Topics studied**	**Extended learning opportunities.**	**How parents could support students**
Autumn Term	The Food Preparation and Nutrition in year 11 is the drive to complete NEA 1 and NEA2 the non-examination assessments. **Practical** NEA 1 Scientific Assessment –	● Homework will be issued regularly via Google Classroom. ● Homework will take the form of research tasks that will support the Practical cooking skills within the Practical classroom. ● These will be assigned on Google Classroom. ● Students will be asked to complete worksheets and additional revision tasks. ● Development of Recipes.	● Parents will be able to support your child, by ensuring all coursework tasks are completed within deadlines set. ● Ensuring all students have access to Google Homework. ● Encourage and incentivise their children to complete the other websites used, linked through the Google Homework. ● Parents ensure that their children bring in all ingredients to practical lessons. ● Parents to ensure that their children have set up a revision timetable

	 **Task A** **Fat is one of the main ingredients used to make pastry.** Investigate the working characteristics, the functional and chemical properties (where appropriate) of a range of fats that can be used to achieve a perfect shortcrust pastry. This assessment must be supported by investigational work – refer to guidelines given below. **Task B** **Setting agents are often used when making chilled desserts.** Investigate the working characteristics, the functional and chemical properties (where appropriate) of a range of setting agents when making chilled desserts. This assessment must be supported by investigational work – refer to guidelines given below. Complete by the 5th November NEA 2 Developing a menu – Answer one of either Task A or Task B. **Task A** Many more people are choosing to follow a Lacto vegetarian diet; however, they find the choice of dishes on a menu can be limited. A local restaurant wants to update its menu to include a new range of dishes that are suitable for Lacto vegetarians, are innovative and allow more choice. Research, prepare and cook **3** dishes (and accompaniments, if appropriate) that demonstrate your technical skills and meet the new menu requirements. This assessment must be supported by investigational work – refer to guidelines below. **Task B** Street food is becoming more popular in this country and can be found not only at organised events but increasingly in the streets of our towns and cities. Research prepare and cook **3** dishes (and accompaniments, if appropriate) that demonstrate your technical skills and show the best of Street food in Britain at an event of your choice. This assessment must be supported by investigational work – refer to guidelines below. Complete by February 28th Mock examination Paper for June ASSESSMENT WKB 19th Nov for 2 weeks		and are attending after school sessions.
Spring Term	**Practical** NEA 2 continued	• Homework will be issued regularly via Google Classroom. • Homework will take the form of research tasks that will support the Practical cooking skills within the Practical classroom. • These will be assigned on Google Classroom.	• Parents will be able to support your child, by ensuring all coursework tasks are completed within deadlines set. • Ensuring all students have access to Google Homework. • Encourage and incentivise their children to complete

	Answer one of either Task A or Task B. **Task A** Many more people are choosing to follow a Lacto vegetarian diet; however, they find the choice of dishes on a menu can be limited. A local restaurant wants to update its menu to include a new range of dishes that are suitable for Lacto vegetarians, are innovative and allow more choice. Research, prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills and meet the new menu requirements. This assessment must be supported by investigational work – refer to guidelines below. **Task B** Street food is becoming more popular in this country and can be found not only at organised events but increasingly in the streets of our towns and cities. Research prepare and cook 3 dishes (and accompaniments, if appropriate) that demonstrate your technical skills and show the best of Street food in Britain at an event of your choice. This assessment must be supported by investigational work – refer to guidelines below. **Practical examination 28th and 29th January 2019 (10 students on one day and 10 on the following day)** ASSESSMENT WKB 4th March for 2 weeks Theory 1.Where food comes from 2.Food provenance 3.Food manufacturing Learners must know and understand: Food origins include where and how foods are grown, reared, or caught. Food miles, impact on the carbon footprint, buying foods locally. Impact of packaging on the environment versus the value of packaging. Sustainability of food: the impact of food waste on the environment, local, global markets and communities, effect of food poverty. Food security: access to safe sufficient food for all (World Health). Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine.	• Students will be asked to complete worksheets and additional revision tasks. • Development of Recipes.	the other websites used, linked through the Google Homework. • Parents ensure that their children bring in all ingredients to practical lessons. • Parents to ensure that their children have set up a revision timetable and are attending after school sessions.   

Summer Term	<u>Theory</u> Learners should have a theoretical and practical working knowledge and understanding of the development of culinary traditions in British and international cuisine. All learners should have the opportunity to explore and gain knowledge of foods and recipes from at least two international dishes. Countries (these countries are at the discretion of the centre and do not have to significantly differ from the UK.) To include: The distinctive features, characteristics and eating patterns of different cuisines. Cuisine is defined as a style characteristic of a particular country or region, where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment, and presentation or serving techniques. Traditional and modern variations of recipes to include variations of recipes to include changing use of food commodities, changes to nutritional guidelines, and use of modern cooking methods and or equipment. Meal structures: presentation of menus within different cultures. Learners should have knowledge and understanding of: Primary stages of processing and production to include point of origin, the transporting, cleaning and sorting of the raw food e.g. bags of fruit. Secondary stages of processing and production to include how primary products are changed into other types of products, e.g. wheat to bread; milk to cheese and yoghurt; Fruit to jams, jellies and juices. How processing affects the sensory and nutritional properties of ingredients e.g. cured meat products. Technological developments that claim to support better health and food production including fortification and modified foods.	● Homework will be issued regularly via Google Classroom. ● Homework will take the form of research tasks that will support the Practical cooking skills within the Practical classroom. ● These will be assigned on Google Classroom. ● Students will be asked to complete worksheets and additional revision tasks.	● Parents will be able to support your child, by ensuring all coursework tasks are completed within deadlines set. ● Ensuring all students have access to Google Homework. ● Encourage and incentivise their children to complete the other websites used, linked through the Google Homework. ● Parents ensure that their children bring in all ingredients to practical lessons. ● Parents to ensure that their children have set up a revision timetable and are attending after school sessions.

	The positive and negative effects of food modification on health and food production e.g. flavour intensifiers, stabilisers, preservatives, colourings, emulsifiers. The ability of additives to produce the desired effect Summer examination will be June 19.		

IMPACT:

By the end of the academic Year, students will have developed a robust knowledge of the various Threads within the Food Preparation industry. This will be evident in the course work folders, classroom books and also their meals they prepare in the Kitchen.

The Seven School Virtues will be evident within the engaging scheme of Learning and in their Food Preparation lessons. The student's will have developed and built up resilience throughout the year, by regularly challenging themselves both in and out of the classroom, to further their enquiry about the subject content. This will also enable them to access future pathways in the Food Preparation industry. They will also have shown a passion for their subject and have demonstrated their success in the final exams at the end of the year.